A STUDY ON HOME ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF GIRLS STUDENTS OF RURAL AREAS- WITH SPECIAL REFERENCE TO SONITPUR DISTRICT OF ASSAM

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ABSTRACT

The study aimed to investigate the home environment and academic achievement of secondary school girl students of rural areas of Sonitpur District of Assam. The sample of the study consisted of 100 rural girl students of Class-X. Survey method is used for collection of data. The collected data were analyzed with the help of percentage and Pearson Co-efficient of Correlation. It has been found from the study that in the category " high level" highest numbers of students fall in control dimension of home environment. On the other hand, in the category "low level" highest numbers of students fall in punishment and social isolation dimensions of home environment. There is a significant relationship between home environment and academic achievement of students.

KEYWORDS: Home environment, Academic achievement.

INTRODUCTION:

Home environments have been shown to be a major factor that influences the overall development of children. The home is the best place for providing family life education. The family moulds the character and personality of the children. A" healthy home" involves a sound emotional environment, effective communication among family members, the willingness to compromise and strong conflict resolution skills can help foster an atmosphere of mental wellbeing for everyone.

Academic achievement or performance is the outcome of education- the extent to which a student, teacher or institutions has achieved their educational goals. It is defined as the level of actual accomplishment or proficiency one has achieved in an academic area.

LITERATURE REVIEW:

A number of studies have already been done on home environment. The investigator presented few studies as reviewed below-

Daulta, M. S. (2008) investigated on impact of home environment on the scholastic achievement of children. The data revealed that boys of high home environment group achieved significantly greater mean score than the boys falling in the group of low home environment. Results also showed that good quality of home environment had significant positive correlation with high level of scholastic achievement in boys than girls. Sharma, R., Choudhary, A. and Shahdev, S. (2013) investigated on effect of home environment on academic achievement of class-XI students. The results of the study revealed that there is significant relationship between protectiveness, nurturance, reward, rejection and academic achievement. The results revealed that there is consistent relationship between home environment and students' academic achievement. Soni, A. R. (2013) investigated on a study of the relationship between academic achievement motivation and home environment among standard 10th pupils. The study found that significant relationship exists between the pupil's scores in academic achievement and six home environment factors.

OBJECTIVE OF THE STUDY:

1. To study the home environment of rural girl students.

2. To study the academic achievement of rural girl students.

3. To study the relationship between home environment and academic achievement of the rural girl students.

METHOD AND SAMPLING DESIGN:

The study was conducted under the normative survey method. The population of the study is all the rural class-X girl students of Sonitpur District of Assam. The sample for the study was selected on the basis of simple random sampling method. 100 girl students were selected as the sample of the study.

TOOLS FOR DATA COLLECTION:

To study the home environment of the rural girl students the investigator has used the scale "Home Environment Inventory" developed by Karuna Shankar Misra. The Home Environment Inventory is a standardized scale designed to measure the psycho-social climate of home as perceived by children. The scale contains all together 100 items related to ten dimensions of home environment. The ten dimensions are –(A) Control , (B) Protectiveness , (C) Punishment , (D) Conformity , (E) Social Isolation , (F) Reward , (G) Deprivation of Privileges , (H)

Nurturance , (I) Rejection , and (J) Permissiveness and each dimension has ten items. There are five alternatives in each questions i.e. Mostly, Usually, Seldom, Very less and Never. Consulting percentile norms table of the test manual different levels of different dimensions of the parent- child rearing behaviour have been found out. Scores falling in the ranges of a particular dimension of the home environment is shown in the following table.

The mark obtained by the students in class-X examination is taken as index of academic achievement. Here, the range of marks 30-44 is considered as low level of academic achievement, the marks 45-59 is considered as average level and the range of marks 60 and above is considered as high level of academic achievement.

Table 1
Percentile Ranges of Home Environment Inventory with Levels

Percentile Ranges	Levels
P_{75} and above	High
P_{26}-P_{74}	Average
Below p_{25}	Low

RESULTS AND DISCUSSION:

Objective-1

In order to study the home environment of the rural girl students the investigator analyzed the data in terms of percentage. The data were shown in table- 2

Table 2

Sl. No	Dimensions of Home Environment	Levels						Total
		High		Average		Low		
		N	%	N	%	N	%	
A	Control	35	35	42	42	23	23	100
B	Protectiveness	33	33	43	43	24	24	100
C	Punishment	28	28	46	46	26	26	100
D	Conformity	30	30	48	48	22	22	100
E	Social Isolation	24	24	50	50	26	26	100
F	Reward	31	31	50	50	19	19	100
G	Deprivation of Privileges'	26	26	55	55	19	19	100
H	Nurturance	29	29	51	51	21	20	100
I	Rejection	32	32	47	47	21	21	100
J	Permissiveness	27	27	49	49	24	24	100

The table shows that:

A. **Control:** On the basis of the perception of the students, in case of control dimension of home environment it is found that 35% of the students control is high, 42% of the students control is average and 23 of the students control is low

B. **Protectiveness:** In case of protectiveness dimension of home environment,

it is found that 33% of the students protectiveness is high, 43% of the students protectiveness is average and 24% of the students protectiveness is low .

C. **Punishment:** On the basis of the perception of the students it is found that 28% of the students punishment is high, 48% of the students punishment is average and 26% of the students punishment is low.

D. **Conformity:** On the basis of the perception of the students, in case of conformity dimension of home environment it is found that 30% of the students conformity is high, 48% of the students conformity is average and 22% of the students conformity is low.

E. **Social Isolation:** In case of social isolation dimension of home environment it is found that 24% of the students social isolation is high, 50% of the students social isolation is average and 26% of the students social isolation is low.

F. **Reward:** On the basis of the perception of the students, it is found that 31% of the students reward is high, 50% of the students reward is average and 19% of the students reward is low.

G. **Deprivation of Privileges:** In case of deprivation of privileges dimension, it is found that 26% of the students deprivation of privileges is high, 55% of the students   deprivation of privileges is average and 19% of the students deprivation of privileges is low .

H. **Nurturance:** On the basis of the perception of the students, in case of nurturance dimension of home environment it is found that 29.% of the students nurturance is high, 51% of the students nurturance is average and 19% of the students nurturance is low.

I. **Rejection:** In case of rejection dimension of home environment, it is found that 32% of the students rejection is high, 47% of the students rejection is average and 21% of the students rejection is low.

J. **Permissiveness:** On the basis of the perception of the students, 27% of the students permissiveness is high, 49% of the students permissiveness is average and 24% of the students permissiveness is low.

Objective-2
Academic achievement of rural girl students are presented in table-3

Table 3

Levels of Academic Achievement	No. of students	Percentage (%)
Low	49	49
Average	34	34
High	17	17
Total	100	100

It is observed that 49 percent of the students have the low level of academic achievement, 34 percent have the average level and 17 percent have achieved the high level of academic achievement.

Objective-3
To study the relationship between home environment and academic achievement Pearson Product Moment Correlation is applied.

Table 4

Variables	No. of Students	r	Significance Level
Academic Achievement	100	.651**	.01
Home Environment	100		

The relationship between home environment and academic achievement is positive and also significant at .01 level.

MAJOR FINDINGS:
1. On the basis of the perception of the students, it has been observed that in the category " high level" highest numbers of students i.e.35 percent falls in control dimension of home environment. On the other hand, in the category "low level" highest numbers of students i.e.26 percent each fall in punishment and social isolation dimensions of home environment.

2. The study also reveals that highest numbers of students have low level of academic achievement.

3. There is a significant positive relationship between home environment and academic achievement of the rural girls students.

CONCLUSION:
The indicators of home environment such as parental education, socio-economic status of the family, way of dealing with the child by the parents etc. are closely related to the all round personality development of students. It is the home which sets the pattern for the child's attitude towards people and society, aids intellectual growth in the child and supports his aspirations and achievements. A healthy home background offers emotional security to a child.

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